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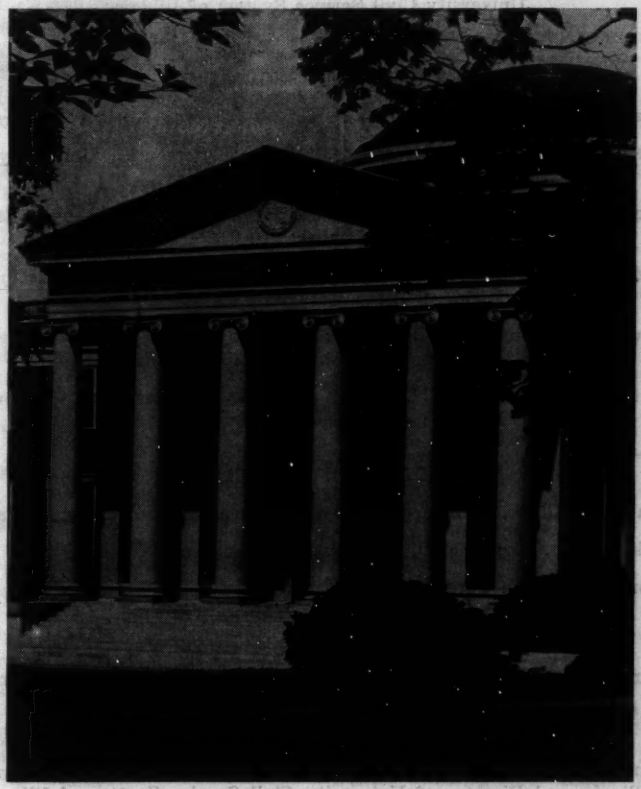

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CUPA JOURNAL

A Publication of the
College and University Personnel Association

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NEWS, NOTES & QUOTES . . .

The Quiet Hour

Every personnel director needs a quiet hour.

If the personnel director takes the time to look, the quiet hour can be found in many places:

The quiet hour is a walk down city streets on a rainy night, when the avenues are reflecting pools for the street lights and neon signs.

It is an unhurried drive down a dusty rural road . . . past tumbledown stone walls and split rail fences.

It's a walk along a river bank on a foggy morning, when the trees are nothing more than ghost-like images and the grass glistens with beadlets.

An afternoon exploring among the really great books hidden away on the mezzanine at the public library . . .

Or listening to a kind of music that reaches the heart and gives the spirit a lilting lift.

The quiet hour is a few glorious minutes spent watching a sunrise break over eastern hills . . .

Or, at the other end of the day, watching a sunset stain the western sky with red and gold.

It is a rare fragment of time when the Northern Lights put on one of nature's spectaculars, firing the heavens with rainbow streamers.

The quiet hour is a darkened room and a friendly fireplace . . . watching flames lick over the logs and breathing the aromatic spirits of burning wood.

The quiet hour is a mellow mood. Like happiness, it must be pursued.

There are a lot of quiet hours in a year. More than you may suspect. It is simply a matter of taking the time to find them. Search for them, however you should; find them, you must — because, now and then, every personnel director needs a quiet hour. — *Adapted.*

Blush Easily?

William Coffey, in *Iron Age*, says:

It gets harder and harder for a man to get a job these days what with so many companies relying on sicologists, sikiatrics, sicoanalitics, intelligence tests, building blocks and ink blotters to fit a square man into a square hole. We didn't know this movement had gone quite so far, though, until we heard from *Printers Ink* about an employment application form for

(Continued on Page iii)

"floor-sweepers" used by a large packing house. It had these kinds of questions:

Do you blush easily?

How frequently do you indulge in intoxicants?

What are your away-from-home habits?

Are your children more obedient to you than your wife?

Do your expenses exceed your income? Why?

What type of books do you read?

What radio/television programs interest you most?

Did you complete High School? If not, why?

Why do you want a position with us?

Didn't ask, "Can you handle a broom?" Sure, we blush easily, but can't we have the job anyway?

If You Operate A Hospital —

Here is a list of Commandments from the Georgia Hospital Association, which you may wish to pass on to your hospital staff:

1. The patient is the most important person in the hospital.

2. The patient is dependent on us; our reputation is dependent on him.

3. The patient is not an interruption of our work — he is our work.

4. The patient does us a favor when he calls; we are not doing him a favor by serving him.

5. The patient is not someone to argue with — but someone to comfort.

6. The patient is a part of our business — not an outsider.

7. The patient is not a cold statistic; he is a flesh and blood human being with feelings and emotions like our own.

8. The patient is a person who brings us his illness — it is our duty to justify his faith in us.

9. A patient is deserving of the most courteous and attentive treatment we can give him.

10. Remember always, if people did not become ill, there would be no need for this or any other hospital.

Do We Have The Will?

An old man going a lone highway,
Came at the evening cold and gray,
To a chasm that was vast, and deep, and wide.
The old man crossed in the twilight dim;
The swollen stream held no fear for him.
But he turned, when safe on the other side
To build a bridge to span the tide.
"Old man," said a pilgrim standing near,
"You're wasting your strength building here.
"You've journeyed long with the end of day;
"You never again will pass this way.
"You crossed the chasm deep and wide.
"Why build this bridge at evening tide?"
The pilgrim raised his old gray head with
"Friend, the path I've come today
"There followed a youth after me yesterday
"Whose footsteps too must pass this way.
"How pleasant, or not, it was to me
"To that fair-haired youth may a pitfall be.
"He, too, must cross in the twilight dim.
"Good friend, I'm building the bridge for him."

So You Want To Start A Personnel Program!

DONALD E. DICKASON

Not too long ago the writer was asked to review the organization of a medium-sized university and to recommend a program of personnel administration based on his findings. Since the situation found at this institution is a typical one, the report made to the president, as edited and summarized, offers much of interest to personnel people in colleges and universities.

Report of Findings and Recommendations for a Personnel Program.

1. *Costs are rising rapidly for personal services. Qualified people of skill and experience will become more and more difficult to procure during the next ten years.* The problem of finding people of the quality required by an educational institution will become much more acute than it is already and the budget costs for paying them on a competitive basis will become higher from year to year. The rate of pay increase is accelerating and appears likely to become higher rather than to decrease in the near future.

The importance of effective staff services to the university need not be debated. It is apparent that the problems of the future will call for the most effective management of the staff. The administration has maintained a high degree of staff morale; attitudes are friendly; there is a feeling of confidence in the university as an employer; and the staff is highly efficient. Much of this is due to the personal attributes and activities of the president and his adminstrative staff. It is no longer possible, however, to maintain this personal relationship with the now over 1,000 members of the nonacademic staff, or, for that matter, with the members of the faculty. The total job of administration is growing, and there is need for a specialist in personnel administration to provide the necessary contacts and relationships between administration and those working under it.

2. *The present situation is confused.* There is no central employment office; hence, an obvious possibility of loss of many fine applicants because of lack of contact with all departments where vacancies may exist. There is no internal pay policy based on length

Mr. Dickason is well known to members of the College and University Personnel Association as one of its "founding fathers" — if not, the founding father — and as its Executive Secretary. Through experience and leadership as Director of the Office of Nonacademic Personnel, University of Illinois, and Director of the University Civil Service System of Illinois, he is an outstanding authority on college and university personnel administration.

of service, merit, or equity. There is no job classification plan which undergirds a workable pay policy. There is no standard policy on leaves and other benefits. There is an inconsistent, and generally insufficient, policy on retirement. Though pay rates have been increased from time to time, they are obviously inadequate to meet tough competition.

There are evident tensions, submerged, but close to the surface. These tensions and resulting dissatisfactions are danger signals and exist because of the inequities created by lack of a central policy. These, as yet, are ripples on the water, but the weather could become more stormy if given impetus by even a few members of the staff.

3. *A Personnel Program, in its simplest terms, includes the following elements:*

A. *To Get.*

This calls for effective steps — to recruit, to test, to select on the basis of appropriate tests, to place in accordance with the skill and ability of the employee and the needs of the employing department, and, generally, to provide the necessary number of qualified people to fill all positions.

B. *To Keep.*

This involves proper classification, equitable pay based on prevailing practice in the community, a definite understanding as to the opportunities for promotion, and the acceptance on the part of each member of the staff of the importance of his position in the entire academic structure.

C. *To Improve.*

Particularly under present scarcities it is necessary to use to the fullest extent funds and facilities to develop skills not present, to improve skills already present, and to provide incentive for learning things necessary to make better workers and better supervisors and better trainers for new staffs yet to come.

D. *To Satisfy.*

This requires the acceptance of a fair over-all policy, consistency in pay and benefits, and the development of a policy which takes full advantage of the assets of the institution and recognizes those elements which most appeal to the employee, and which serves to keep him satisfied and in a generally equal position with the world at large.

All these things should be provided because they are good business and not because they represent a welfare program, no matter how desirable that, in itself, may be. Results can, and should, be measured and evaluated on a cold dollars-and-cents-basis. Much in the evaluation of personnel programs is of necessity intangible; however, based on good record keeping, there are certain measurements, which can be made. These include:

Ratio of staff to students and faculty
Percentage of turnover
Results of training programs
Statistics as to absenteeism and its reasons
Effectiveness of recruiting program
Results of opinion polls
The percentage of promotions from within

Distribution of pay scales within the ranges
Observations of supervisors and management

It is suggested that to the extent deemed appropriate, the recommendations which follow be applied to the faculty, as well as to the staff, although, of course, in most cases to a different degree. Here the need is not for the same policies for both groups in every case, but policies which are consistent in their over-all terms and conditions.

4. *There are several specific steps recommended for early development.*

A. With the help of a top-level committee, which should include representation from the staff, *develop and submit to the board a formal statement of policy* which, when approved, should be available to every member of the staff. This policy might include information regarding such items as the following:

(1.) *The retirement program.* I do not necessarily imply that it is possible for you to change or improve your present program, although that would be very desirable. A policy statement should include a specific and understandable written reference to the program as it now is, or as it may be changed. A good retirement program is always a fine offset against a necessarily low pay schedule, but I feel sure that many of your employees are not too well informed of that which applies to them.

(2.) *Group Insurance.* A good policy now, but it should be included in a general statement.

(3.) *Disability benefits, military leave, funeral leave* and other matters of this kind, in which there is now no standard policy, with a resulting variation in procedures.

(4.) *Holidays and Vacation.* Here, again, clarification is needed as much as development of policy, as such. It is generally desirable to have at some point an increase in vacation based on length of service, such as the plan which provides two weeks for each year through the ninth and three weeks beginning with the tenth year of service.

(5.) *Overtime and Work Schedules.* This, of course, is your most acute immediate problem on which a general policy statement should be made, with the understanding that it must be implemented on a step-by-step basis as details can be worked out. My suggestion here would be that you start with the 40-hour, 5-day week, with payment for overtime by comparable time off for those in non-supervisory and non-professional positions. The time may, and probably will, come when you will need to increase this to time-and-one-half, but at the present time, I think that you can start with simply the provision of offsetting time, with the understanding that cash would be paid when it is not possible to give time off within a reasonable period after it was earned. To supervisory and professional staff, I would suggest a vacation of one month and no payment for overtime, as such, either by time off or in cash.

Other desirable items might include such things as educational and training programs, participation in campus activities, the right to buy athletic tickets at a discount, activities leading to more communication and participation on the part of the staff, and such other elements of policy which are

appropriate at the time. All of the above items are noted, not as representing an inclusive or exclusive list, but are examples, and with the clear understanding that anything of this kind must move forward at a pace appropriate to the situation, and that you should, in any case, make a broad study of the *whole* situation before taking on single steps.

B. *Establish a central employment office* which will do all recruiting for the local campus, and which will handle at least the paper work and general classification and budget control for your off-campus centers. The present policy of decentralized employment is expensive and inconsistent. This should be the first step, other than starting the review of your personnel practices, and the establishing of it should follow immediately upon the starting of your review of personnel practices.

C. *Develop a position classification plan* and the resulting salary and wage schedules based on these classifications, taking into full consideration prevailing practice both in your immediate community and in the larger community from which you must draw some part of your applicants.

D. *Establish an Office of Personnel Services,* headed by a qualified director, reporting to the office of the President and with status and pay comparable to that of a dean or director. This step, of course, should actually precede the development of a policy statement, the establishment of a central employment office and the development of the classification and pay plan.

The Director of Personnel Services should sit in with your committee in developing the policy and should be placed in direct charge of the employment office.

He should be provided with a maximum degree of independence to develop and operate his program, of course, always under the administrative direction of the President.

He should participate in the development and administration of personnel policy, and he should recommend future improvements.

He should be responsible for the employment program, and he should be assigned specific responsibilities for recommending to the President his budget for the proper payment of members of the non-academic staff, these recommendations, of course, to be based on surveys, studies, and factual information.

He should be expected to keep alert to new developments of personnel administration and to have the responsibility for guidance and leadership in personnel matters in the entire university.

His office should give the staff members a "place to go", a chance to be heard, and to express their feelings. He should provide opportunities for two-way communication and participation by members of the staff in affairs of mutual interest.

He should serve the members of the academic staff to the extent appropriate in your organization.

He should maintain records and reports which can provide all pertinent information as may be required for university needs, and as it may develop, to measure the success of his own program.

He should be provided with a sufficient staff to leave his own time free of too much detail. At the beginning, the minimum staff would be, in addition to the direc-

(Continued on Page 20)

How To Develop And Use A College Employee Handbook

DONALD P. WOODROW

This report, based on actual experience, should be helpful when you decide that your college is ready to publish an employee handbook. While not a difficult procedure, publication of a handbook involves practical and logical methods, and the results can be very rewarding to you and to your college.

When the President of our University recently asked me, as Placement Officer, to review, revise, and standardize the personnel policies and employee benefits in the University and produce them in the form of an employee handbook, I was somewhat hesitant to undertake the job with my limited part-time college personnel experience. Now that the project is completed, I feel that my new experience might be passed along as a time-saving device to other personnel officers who have multiple duties in college administration.

This article is not designed to inform the experts from whom I obtained advice and material for an employee handbook, but for the colleges without full-time personnel officers who may be caught in circumstances similiar to those at Suffolk University. Although we are still too small to warrant an expenditure for a full-time personnel office, the University has doubled in size during the past three years. This obviously required a new look at the old personnel practices — practices which were perfectly adequate three years ago for a small number of employees, but were now somewhat mouldy because of additional employees in many college departments. After puzzling over the problem, here's what you might do.

The first step in creating an employee handbook might be to collect the current personnel policies and established precedents which are available within your own office, or in the various college departments, and ascertain which of them might be suitable for publication. Once this has been completed, make sure that the personnel policies and employee benefits are applicable to your current operation and facilities. This material will be the basis for your booklet. Perhaps your material is already revised to meet current needs. The next step is to compare and contrast your material with an outside source, usually

Mr. Woodrow is Director of Placement, Suffolk University. In submitting this article, he says: "It would be ungenerous of me not to give a warm personal acknowledgement to CUPA for its fine publications on this subject and to Harvard's Carl Getz, the University of Maryland's George Fogg, Penn State's Duke Morris, the University of Virginia's Paul Jenkins, Rutger's Ray Bacchetti, and Hofstra's Paul Rich for their helpfulness."

with the policies of another college or university comparable in size and stature.

Recently I invited another college personnel officer to lunch and asked him frankly how he would compile an employee handbook. He humorously provided the spark that ignited my imagination which carried me through the entire project and led me to believe I was on the right track. With humor and wisdom he said his secret formula was amazingly simple and in four parts: (1) Take two aspirins to eliminate any of the headaches which are bound to arise; (2) Write to your college personnel friends and to the CUPA and borrow all their good ideas; (3) Hire an efficient secretary to assemble the bulk of the material and type it; (4) Return the finished product to the President. If he likes it, take all the credit; if he doesn't, advise him that it is a ridiculous concoction of ideas from other personnel officers, and you simply wanted to prove you couldn't make the same mistakes. I would be guaranteed good results.

Amused by his humor, I immediately took his wise advice and wrote CUPA friends. With the many colleges and universities who have produced outstanding employee handbooks, and with the aid of CUPA publications, it is relatively easy to obtain up-to-date material and to tailor it to fit the needs of your college or university. Both the CUPA and its individual members can be very helpful and will usually make available excellent personnel methods, materials, and employee handbooks, which, in part, can be effectively used in your own institution. (Such policy comparisons incidentally may serve the general quality of collegiate personnel practices.) I wove the information obtained into the established personnel precedents at my own University and produced an employee handbook which received the approval of the entire administration. The simplification and standardization of personnel practices and employee benefits were incorporated in an employee handbook in the following manner:

1. Preface of Welcome (slanted for new job applicants and new employees, including a short history of the University, working atmosphere, and nature and responsibilities of the University)
2. Records (explanation of necessary employment forms, applications, tax withholding, social security, working certificates, chest x-ray, etc.)
3. Probationary Period
4. Work Week
5. Relief Periods
6. Job Classification and Salary Policy
7. Pay Period
8. Promotions
9. Holidays
10. Vacations
11. Group Insurance
12. Sick Leave
13. Educational Benefits
14. Bookstore and Library Privileges
15. Leave of Absence
16. Termination of Employment
17. Parking Facilities
18. Health Service
19. Timely Tips (use of telephone, tardiness, outside employment, obtaining keys, pregnancy, etc.)

A handbook is designed to end patchwork personnel practices and piecemeal policies in the various expanding college departments. This eliminates problems which creep into individual departments during expansion periods.

Consider the various uses of an employee handbook, both within the college itself and in procuring new personnel.

A published employee handbook can be helpful to every department head in assuring himself that the employees of his department are to be treated in the same manner as employees in other departments in all employee-employer relationships. This usefulness may be increased by obtaining the initial cooperation of the department heads. In the course of standardizing the personnel policies, it is helpful to submit to them a draft of the employee handbook for their comments and consideration so that they feel that they have had a part in establishing a new handbook.

When a copy of the booklet is issued to a new employee, it immediately pinpoints responsibility and employment expectations, relieving the department head or part-time personnel officer from having to review in detail the personnel policies and employee benefits. This saves valuable time. The handbook also becomes a handy reference to clarify or interpret University policy "on the spot" if and when questions arise either with new or old employees.

The employee handbook also can be used effectively as a handout piece to simplify some of the problems which arise when interviewing new job applicants. Regardless of the qualifications and experience of the interviewer, a well-organized handbook gives accurate and complete information to applicants or new employees. It also creates a favorable impression on the applicant if employee benefits emphasize the many rewarding situations which only a college can offer. This selling piece is something tangible for a job applicant to keep, read, and compare when he or she leaves the college for other job interviews. Most colleges have a definite problem in obtaining well-trained and qualified personnel because of the fact that they may not compare quite favorably with many business organizations in financial remuneration, and yet colleges have much more to offer in working atmosphere and additional benefits, such as holidays, longer vacations, educational privileges, etc. (See CUPA JOURNAL, "Fringe Benefits," March, 1957.)

I wonder how many of you really know of the many advantages your college has right in its own back yard. I was impressed when I listed on paper the unusual extras our small University has to offer. Because of these facts, a number of well-qualified applicants have been retained rather than lost to competitors in the job marketplace.

Most business firms publish attractive employment literature to explain their policies and benefits. Colleges must realize, particularly with the much publicized enrollment crisis ahead, that they will be forced to meet this competition with something equally practical and effective.

Even if your college is continually expanding, but not yet ready to produce an employee handbook, it might be well to review your situation with an eye to the future. If, from time to time, you compare your policies and employee benefits with those established in other colleges and universities, you may find that you lag behind in some personnel areas and are quite liberal in others. This eliminates much of the guess-work in estab-

lishing modern college personnel policies and produces live ammunition to present to your superiors when you think it is necessary to overhaul an outdated policy and include it in an employee handbook.

Naturally, the size of your budget will determine whether your employee handbook will be mimeographed or printed in slick cover with illustrations, but the more attractive the publication, the more successful it should be. With the advent of "stock cuts", available from manufacturers' catalogues at low prices, it can be relatively inexpensive to illustrate and print an attractive booklet.

To summarize, there are ten organizational steps to be taken to complete and distribute your employee handbook:

1. Obtain initial administrative approval for the project.
2. Collect current personnel policies and established precedents at your own institution, and standardize if necessary.
3. Select from this material what is suitable for publication in an employee handbook.
4. Obtain employee handbooks and available personnel policies from other colleges and universities.
5. Contact CUPA for available publications.
6. Assemble all information and compare and contrast your own material with outside material.
7. Select essential material and fit it to your current college needs.
8. Obtain administrative approval for publication.
9. Select the most attractive format your budget allows.
10. Publish and distribute the booklet to all employees and make the booklet available to new job applicants.

Our Challenge For The 60's

PAUL J. JENKINS

"If college personnel offices are to perform their proper role in assisting the administration in meeting the challenge of the 60's, it seems necessary to first improve the status of college personnel administration."

1. Predicted Expansion

During the past several years there has been a considerable amount of discussion and prophesy regarding an unprecedented increase in college enrollment during the 1960's. As 1958 arrives we can easily see that the beginning of the 1960's is not far away. It would be interesting to find out what the various college and university personnel offices are doing to prepare for the results of the increased student enrollment.

Estimates indicate that there will be a large and quick increase in enrollment which will obviously result in a similar need for an increase in the size of the nonacademic staff. Presumably, the increase in the staff will be in all occupations and at all levels. In some instances the addition of a few untrained employees will be sufficient, whereas, at the other extreme it will be found necessary to bring in high level executives or technical specialists to serve as the head of a new or expanded activity.

Who is making plans for staffing the new positions? The answer, for most colleges, is that no specific preparation is being made in the nonacademic staff area, although planning for physical plant expansion is almost universal, and we even hear charges that some colleges are already "hoarding" faculty members in anticipation of the need for this commodity.

Why should personnel directors be concerned about this problem? Obviously, a better staffing job can be performed if there is adequate time to prepare for filling positions. Actually, future needs will influence current placement — for example, in certain instances the anticipated needs for a department will determine to a large extent the background desired for an individual to fill a current vacancy. Also, knowledge of future needs makes it possible to train current employees for positions which will be needed during the period of expansion.

An obstacle to the current utilization of the personnel department during the crucial period is the relatively low status of the personnel function in college administration. This situation is basic to our challenge for the 1960's.

2. Present Status of College Personnel Administration

Attendance at various conferences of the College and University

Mr. Jenkins is Director of Personnel, University of Virginia.

Personnel Association bear out the tabulations listed in the Association's publication, "Employee Personnel Practices in Colleges and Universities". It is quite evident that there is a tremendous variety in the type and scope of personnel programs at the various colleges. These programs vary from strictly a payroll function to the other extreme of a fairly well-rounded program at a few of our institutions. Many of the colleges reporting on personnel functions do not have a separate department for this function, although a substantial number of this group are large enough to support such a unit.

There is also a vast difference in the "personnel-mindedness" of the representatives of the various personnel programs. We find that a large number of the representatives have other important functions, which leaves them little time to become fully acquainted with the over-all requirements of a personnel program, and there are many others who have been placed in personnel positions and assigned time-consuming routine functions which also prevent an opportunity to view the personnel program from a proper perspective.

Although it is evident that college and university personnel administration has a long way to go, it is equally evident that progress is being made. There is a steady increase in the number of personnel offices established, and an increased interest in this field as shown by the growth of the College and University Personnel Association.

3. Special Obstacles in Colleges

The product of a college is education, and this, in itself, presents an obstacle to an industrial type of administrative organization. The "climate" of the college community is not conducive to the approach and activities indicated by the typical organizational chart of a corporation, which prominently displays personnel as a top echelon function.

Carrying out a proper personnel program depends to a large extent upon the supervisors and department heads. We find another obstacle here in the college because many of the people filling these positions are faculty members who are primarily concerned with education or research.

We also find that many members of a college administrative staff, the faculty, students, and others are not sufficiently aware of the size and importance of the non-teaching staff. The casual observer in these categories frequently thinks that the non-teaching staff is composed only of a few janitors and the girls in the Dean's Office or Business Office. An analysis of the composition of the various staffs will indicate a large variety of highly qualified technical and administrative people, and will also indicate that these employees command a sizable proportion of the budget of the college.

4. The Challenge for CUPA

If college personnel offices are to perform their proper role in assisting the administration in meeting the challenge of the 60's, it seems necessary to first improve the status of college personnel administration. This situation also offers a challenge to the College and University Personnel Association to step up its activity in this direction.

Improved status in personnel administration in this area pre-

sents a three-fold task: 1. the definition of an adequate personnel program;[1] 2. establishing a criteria for personnel directors; and 3. making top level college administrators aware of the need for an adequate personnel program administered by qualified personnel directors.

Basically the function of a personnel office is to help supervisors to perform a better personnel job. This is accomplished by getting qualified employees, preparing them to satisfactorily perform the duties, and keeping them at least long enough to realize a return equal to the investment made in them. A personnel office which does not provide for these three functions is not providing a well-rounded personnel program.

A worthy project for CUPA would be to prepare a definitive statement of a desirable college personnel program which would include details regarding the three functions above. Such a statement should not be concerned only with techniques and procedures, but should emphasize the value and importance of such a program. For example, it would not be sufficient to list such activities as recruitment, testing, interviewing, and referral; the important selling point here would be to show that a centralized recruitment program has been shown to be far superior in producing qualified applicants than has been a "catch-as-catch-can" method of letting every department take care of their own recruiting needs. It should also be pointed out that such a program as wage and salary administration is not recommended as a centralized function merely because the book says so, or because it is to provide another bureaucratic restriction on department heads; however, it should be emphasized that in order to keep good employees, it is necessary to have a salary plan which provides an adequate wage with a fairly administered salary plan.

It is also suggested that CUPA establish some criteria for personnel directors. The goal of the criteria would not be to establish a long list of education and experience requirements, but would be to establish a statement of areas of personnel administration with which personnel directors should be familiar. For example, it seems desirable that personnel directors be intimately familiar with service ratings and practices; however, there would be no question regarding personal feelings as to formal rating plans. Anyone who is familiar with service ratings realizes that service is rated whether or not we have a formal service rating plan.

It is obvious that the level of the development of personnel programs will not go beyond the abilities of the individual personnel directors. Likewise, a personnel program will not expand in scope, as a personnel office function, unless the personnel director is acquainted with the large variety and scope of personnel functions.

The major challenge probably rests with the third task — selling top-level college administration. Determining an effective method of presenting the case of personnel administration to the top administrator is a formidable task for our Association.

1. Excellent bases for stress points are already available in published form: "An Outline of Nonacademic Personnel Administration" and "Personnel Administration on the Campus", both by Donald E. Dickason.

What Is Public Relations?

MURRY H. FLY

"Public relations is not something which 'just happens'. It is something which is brought about by a clear statement of objectives, careful selection of key staff members, and conscious planning. Good public relations must be founded on a general and sincere belief in the aims of the institution."

In my dissertation, *Characteristics of an Effective Public Relations Program for Junior Colleges,* I used the following definitions because they were chosen by nationally known public relations experts:

1. "Public relations is the continuing process by which management endeavors to obtain the good will and understanding of its customers, its employees and the public at large; inwardly through self-analysis and correction, outwardly through all means of expression." (By J. C. Seidel, Public Relations Director, Division of Housing, State of New York.)

2. "Public relations is the continued process of keying policies, services and actions to the best interests of those individuals and groups whose confidence and good will an individual or institution covets; and secondly, it is the interpretation of these policies, services, and actions to assure complete understanding and appreciation." (By W. Emerson Reck, Public Relations Director, Colgate University.)

3. "Public relations is the art of bringing about better public understanding which breeds greater public confidence for any individual or organization." By Howard Bonham, Vice Chairman, American National Red Cross.)

I also used two more definitions because they are brief and witty, and I thought showed sizable grains of truth:

4. "Public relations is being good and getting credit for it."

5. "Public relations is 90 per cent doing right and 10 per cent talking about it."

Public relations does not mean the same thing to any one individual or for any particular institution.

Some of the general conclusions that the writer made in his study were:

To assure good public relations, the institution should key its policies, activities, and services to the best interests of the community.

The college should interpret these policies, activities, and services to the community for the purpose of securing a full understanding and appreciation of the confidence in the institution.

A fundamental element of public relations is consideration for the other person's point of view.

The success of any public relations program depends more on the human element than on money.

All who are in any way connect-

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ed with the junior college make for good or bad public relations.

A planned program of public relations is necessary.

College officials should define clear-cut objectives for themselves, put them in writing, and put them to work.

Objectives will change in order to meet changed conditions. They are to be used by the public relations man and the various publics of the college as a guide for their actions.

The most important publicity outlet available to the publicity bureau is probably the newspaper.

The college must establish a reputation for good sportsmanship in all its college activities.

A sound policy is important in developing a plan of action.

Public relations cannot be measured in column-inches.

The public relations program must be based on the broad concept of public service.

The planned public relations program must be geared to the unique character of the institution. This will dictate specific activities on a given campus and will make a blueprint applicable to all situations on all campuses impossible to draw up.

Public relations is based on public confidence. Public confidence results from a policy of truthfulness; for, while it is good public relations to accent the best features of an institution, it is equally important to be truthful about unpleasant situations.

Effective public relations is a two-way process. The public relations officer must interpret the college to the public, and he must interpret public relations to the institution's family.

The public relations program should be identified with the various publics, such as students, faculty, parents, general public, and alumni.

The public relations program should represent sincerity of purpose on the part of the institution.

The public relations program should indicate that there is an awareness of social and moral responsibility.

There should be adequate budget for the Public Relations Department.

The needs and functions of the college should be explained to the board of regents and other governing officials who control the establishment of policy with regard to financial support of the college.

The public relations program should develop an awareness of the importance of education in a democracy.

Something good must actually happen before any attempt is made at publicity. Good public relations is a by-product of good work, just as a good reputation follows good deeds and not vice versa.

Public relations is not something which "just happens". It is something which is brought about by a clear statement of objectives, careful selection of key staff members, and conscious planning.

Good public relations must be founded on a general and sincere belief in the aims of the institution and confidence that they can be attained by the active cooperation of all.

The writer found in his study that the general principles of public relations apply to all institutions, business, industry, or education. The following list of general principles are fundamental for the successful operation of a college public relations program:

College public relations must

be intensive.

College public relations must be continuous.

College public relations must be part of an approach.

College public relations must be comprehensive.

College public relations should be sensitive to its publics.

The ideas communicated must be simple.

Good publicity will not make up for poor public relations.

Good publicity may lead to poor public relations.

Public relations begin at home.

The Golden Rule is the way to all public-relations success.

Public relations is a *way* of life for an entire institution, not the job for a single individual. Public relations involves the ability to take criticism, admit fault, and correct shortcomings.

What a college does must be in line with what it says.

The institution must be keenly aware of its social and moral responsibilities.

Public relations is compounded of many little things.

Public relations is a matter of policy.

All public relations are based on honesty and ethics with the public whether the public relations are in business, industry, or senior or junior colleges.

A public relations program should be inclusive.

A public relations program should be understandable.

A public relations program should be dignified, but aggressive.

A public relations program should reach everyone in the college community.

A public relations program should include every facility at hand.

The writer perhaps has a type of public relations field peculiar to him. He enjoys visiting in homes and keeping in touch with former students and patrons and friends. He visits perhaps 800 to 1000 different persons in a year's time. He sends out birthday cards, get-well cards, and congratulatory letters. In order for this type of program to be effective, one must be sincere in every act he does; he must visit because he gets joy from visiting, and he must make every card sent a personal card. It must not be done for the purpose of making friends for himself or for the college, but because of his interest in the other person.

The Employee Recognition Program—A Management Tool

CHARLES T. CLARK

Long before the formal establishment of personnel offices, and before the coming of the professional director, it was customary in many organizations to reward the older employee for long and faithful service. Usually this was done at the time he was "put out to pasture," and jokes about the gold watch have become as standard as those about mothers-in-law and traveling salesmen.

Developments during the last few years in business and industry, and now in colleges and universities, have brought about two basic changes in the traditional methods of recognizing employee service. First, detailed and complicated programs have been established with formal organization, trappings, and protocol. Where once it was a simple matter for the boss to call in the employee on his last day of work for a brief ceremony to go with his gold watch, we now find mass ceremonies, dinners, parties and awards ordered by the gross from companies who exist only to produce such awards.

But a still more fundamental change has taken place. This is a recognition of the fact that while there is great virtue in rewarding the employee when he retires, the real value, both to him and to the institution he serves, comes from a program that recognizes good work and faithful service while he is still on the job and while he may still have a long and useful tenure with the organization.

It has been said, "Loyalty is a manifestation of character — and character cannot be purchased, nor the value of loyalty weighed and paid for by any monetary standard." Nevertheless, experience has shown that the employee recognition program that can develop a feeling of "belonging" to something that is worthwhile and noble will be a positive factor in the spirit of the group and its willingness to work for the good of the institution.

Twenty-five years ago only one commercial agency out of a thousand gave service emblems to its employees. Now, approximately 40 per cent do so. It is interesting to note that in Texas the largest group of public agencies giving awards are the public schools. These programs have been so successful that the practice is rapidly being adopted by other state agencies.

To determine the practices in other colleges and universities, a list of seven questions was sent to each of twenty-five institutions which are members of the College

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and University Personnel Association. For the most part, the group was composed of the larger schools. Answers were received from all twenty-five, together with a surprising assortment of pins, buttons, certificates, banquet programs, publicity releases, and helpful hints on how to begin.

Space will permit only a brief summary of the information submitted by the respondents to the following questions:

Do you have a recognition program for older employees?

Nineteen schools had programs already under way, while three others reported that they were studying the matter and planned to launch programs soon. Of the group who had programs, almost one-third announced that their programs had been started within the past two years, indicating the newness of the idea. The most striking fact to be gained from the answers was that only 12 per cent of the schools asked had no program and no plans for one.

What kind of awards are given?

The value of gifts given varied all the way from an inexpensive typewritten letter to Steuben glass and a Harvard Chair. Nine schools gave service pins or buttons; nine gave certificates; three gave both. There were several schools that gave valuable awards for long service, such as wallets, blankets, furniture, and the traditional watch. Three schools gave extra vacation, but only one recognized faithful service with more green stuff in the pay envelope. The Twenty-Five Year Club, which is often found in industry, was in use at three universities.

What is the length of service recognized?

The twenty-fifth year is the big year. Fourteen of the nineteen schools made a special effort to recognize this milestone. In several cases special recognition was given employees with thirty or more years' service. The really important conclusion to be drawn from the answers to this question was that, while only two schools followed the traditional pattern of recognizing service at the time of retirement, all of the others had programs to reward the employee while he is still active on the job. For example, nine schools recognized ten years service, and four recognized as little as five years service. One bit of advice passed on by several, as a practical way of getting a program under way, was to recognize the oldtimers first, and then to work down the line over a period of years to those employees with shorter tenure.

Who makes the awards?

While two schools called on members of the Board of Regents to make the awards, it was customary in most cases for the presentations to be made by the chief executive officer of the institution, or by the second in command if the President or Chancellor was not able to be present. In the case of five schools, award-giving ceremonies were held by the department head, who made the awards to members of his own staff.

At what type of function is the award made?

Answers to this question indicate that there is no standard pattern being followed where

awards are made. The employee Christmas party, dinner meetings, luncheons, ceremonies in the President's Office, and informal employee gatherings in the departments were all suggested. The type of occasion seems largely to depend on the size of the institution, and whether or not it goes in for other types of employee gatherings.

Who administers the program?

All of the reporting institutions, with the exception of two, said that the personnel director had the responsibility for handling the machinery necessary to the successful operation of the recognition program. At one school the Director of University Relations had the job because their program was started prior to the time that they had had a personnel office. At one of the other universities the officers of the Twenty-Five-Year Club carried out the entire program.

How successful do you feel the program has been?

Answers to this question ranged all the way from "too new to tell" to "highly successful." In almost every case the person answering the inquiry was enthusiastic about the results of the program. In some cases he stated they had started out with some misgivings only to be pleasantly surprised at the response, both from employees and administrative officers. It takes a lot of work to get a program under way, and it takes a lot more to keep it there. Lack of careful planning and administration can cause the best-intended program to fail.

One writer, in summing up his thoughts on a recognition program, said, "At first thought it might seem foolish to include employees with only five, ten, or fifteen years of service. It should, however, be borne in mind that it is the employee with only a few years service who needs to be stimulated most in this program. Although the loyalty of an employee of long service has been positively established, the employee with the longest service record is not necessarily the most valuable. If the enthusiasm of the newer employee can be stimulated or aroused, it is he who ultimately constitutes the most valuable worker to the institution. Upon him the future depends."

Safety Costs or Consequences

A. H. ZEILINGER

On the conservative side about 90 per cent of our injuries on the job are chargeable to the human factor, and only about 10 per cent are chargeable to mechanical factors. The best statistics tell us that a good safety program brings back from two to four dollars for each dollar invested.

We oftentimes — more frequently, I think, among the small employers than the larger ones — give the following answer about a safety program: "But we can't afford a safety program." *You can't afford not to have a safety program!* Why? Simply because safety is nothing more or less than the right way of doing things. We make enough mistakes trying to do things in the *right* way; but how many more do we make if we are not trying? Many more, as our accident records show.

About the turn of the century, the American Institute of Iron and Steel Engineers decided that something more should be done about preventing accidents. What had been done for years in the steel industry? Nothing. When a man was killed or bodily crippled, they passed the hat around to try to help the family. Well, that was a good gesture, and the spirit behind it was mighty fine, but it didn't alleviate the situation. The Institute of Iron and Steel Engineers came up with the idea of establishing a safety program, and a Safety Committee was appointed. As far as I know, that was the first organized safety effort to prevent accidents in this country.

The steel mills went all-out in their efforts to pick up the ball, and carry it in the first early years of the organized safety movement. In a period of about 30 years United States Steel spent approximately 25 millions of dollars in payment for services to employees and others. They began with an entirely mechanical program, and they did a good job as far as mechanical protection can protect the worker. They spent 59 millions of dollars in their various plants, and that added to the 25 million, would make about 84 millions of dollars. Why? Simply because they decided to face the fact of cost necessary for a safety program, rather than to bear the consequences.

I'd like to emphasize the matter of consequence a little bit. You know, of all the laws in all the statute books under the sun, there isn't a law as powerful as the law of consequence. You can be mean and rough and nasty to your fellow man. The consequence is that he'll be mean and rough and nasty to you, and perhaps, with interest. You can be kind to your neighbor and cast your bread upon the

Paraphrased from a talk given by Mr. Zeilinger at the Eleventh Annual Conference of CUPA. Mr. Zeilinger, a Safety Engineer, has had many years of experience in the field of industrial safety.

waters, and you know the answer to that one also. The law of consequence, in other words, is a law that you are not going to evade. How does that apply to safety? Well, let's take a look.

You know we have a machine today that has all the safety devices which you can put on it — the automobile. Yet automobile accidents are one of the worst safety areas, not only for loss of life and limb, which is of primary interest to the safety program, but for loss of time. So we see that we need something else. United States Steel woke up to this fact when they took stock of what had been accomplished and found that they had stopped only about 10 per cent of their accidents.

What now? Well, very quickly they came up with the idea that they were going to have to do something about the other element in the accident picture — the human element. And so they started to put on a program of training and safety for their employees, and they did a fine job of that. They reduced their accidents in a great way. Here's what Mr. Young, then Vice President, says: "We found that during those years we prevented 8,099 fatalities, 75,180 injuries, necessitating the loss of 35 days or more from work. . . . We found that we had made a saving of 117 million dollars plus."

Then he states that for most accidents there is also destruction of property. We have learned through the National Safety Council and others, who have made studies of costs on a country-wide basis, that the cost of compensation and the cost of medical treatment — direct costs — are only part of the cost of accidents. The indirect costs amount to about four times that amount. And so, Mr. Young, in taking that picture into account, came up with the figures of 504 millions of dollars saved in the years mentioned, and for every dollar spent by United States Steel on safety, they got 2 dollars back.

You folks will say — well, we're school people; we don't have machinery; we don't have the furnaces turning out molten metal; we don't have the rolling mills; we don't have all the hazards you have. But you do know that you have safety problems. When you want to start a safety program, when you want to make a real effort to prevent accidents, first, analyze the picture. You will then see what is needed; then organize to do it. It's going to take a lot of teamwork to get the job done; the next thing is — do it! You may have the knowledge; you may have the experience in the type of work; but those two things won't stop accidents. The law of averages does not respect any one individual; it's just going to operate. We all must strive to perform tasks as safely as we know how.

So You Want To Start A Personnel Program!

(Continued from Page 4)

tor, an assistant charged with the responsibility of interviewing applicants and doing such other duties that may be assigned to him, and at least one clerical assistant. This probably should be two, particularly if he takes over the present personnel files, which it would seem reasonable for him to do.

My recommendation would be that you accept the principle that good personnel administration is a useful administrative tool on the campus, that you implement this belief with sufficient funds to obtain a well-qualified personnel director, that you employ him or her as quickly as possible, and that you assign to the new Director the responsibility of developing a program as above-outlined.

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